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ABSTRACT

This guide is intended for use in presenting a 16-hour, 8-session reading course designed to develop the workplace literacy skills of persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: use a reading plan to skim, scan, and read materials ranging from labels to detailed instructions and reports; apply strategies for dealing with unfamiliar vocabulary; identify main ideas and supporting details of paragraphs, memos, and reports; research information; use information to take appropriate action; and evaluate results. The instructional materials included in each section cover concepts relevant to manufacturing and service industry employees' existing jobs and strategies for learning other tasks if the opportunity should arise. Each section contains some or all of the following: lists of objectives, session topics, methods, evaluation methods/criteria, and required materials; teacher tips; learning activities/exercises; word lists; and information/tip sheets. (MN)

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ED 368 977

Getting the Point: Reading in the Workplace

MERCER COUNTY COMMUNITY COLLEGE

TRENTON • NEW JERSEY

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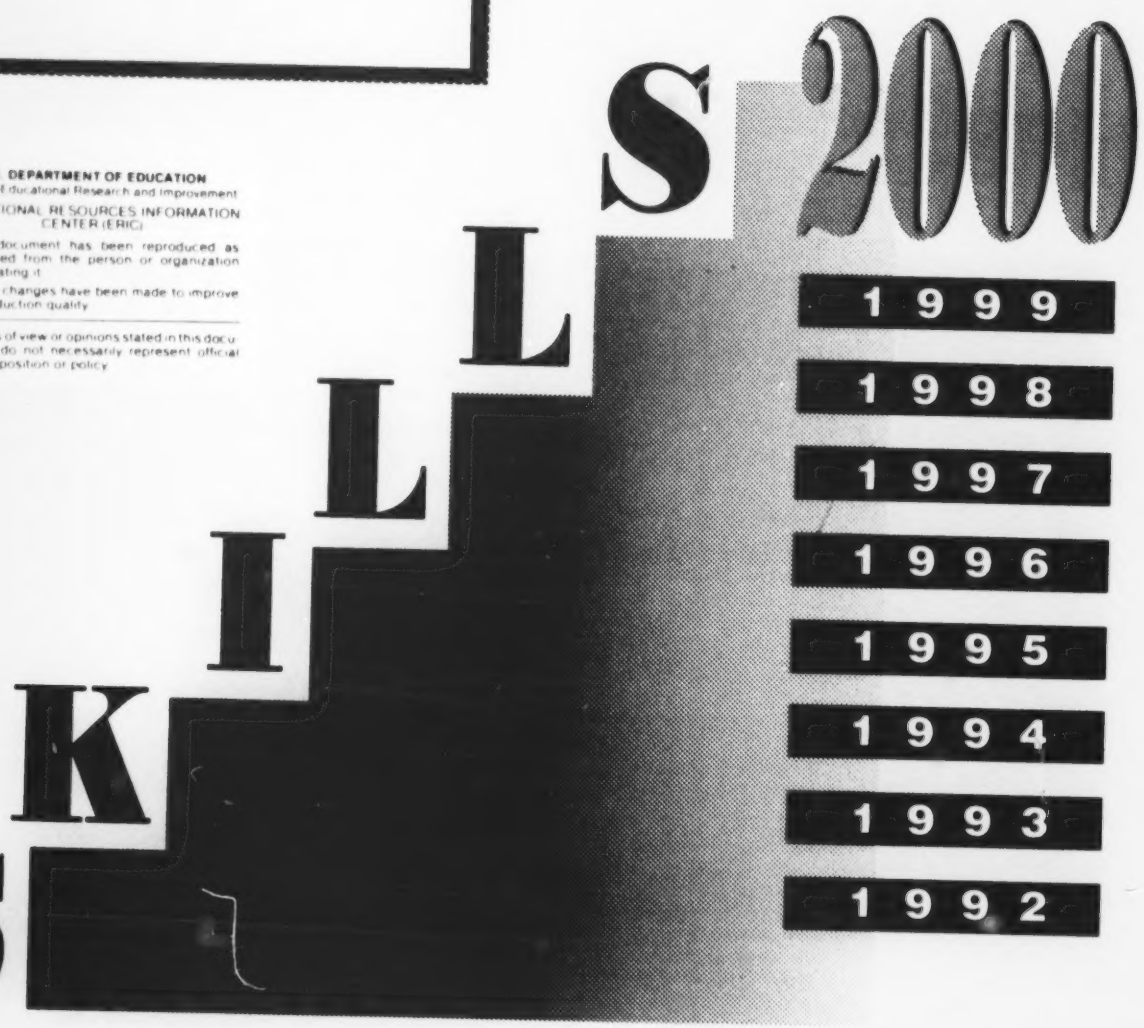

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Getting the Point:
Reading in the Workplace

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Prepared under a United States Department of Education
National Workplace Literacy Grant

1994

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Mercer County Community College thanks Lorna Burt, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if that opportunity should arise.

READING 1 ◆ GETTING THE POINT

Information is all around us. This course provides strategies for finding and using the information you need to make the right decisions on the job and at home. Using real work situations, these sessions provide techniques to develop and use a reading plan, improve your vocabulary, and interpret, use and evaluate information in order to do your job better and solve problems.

OBJECTIVES:

Upon completion of this course, students will be able to:

- use a reading plan to skim, scan and read anything from labels to detailed instructions, memos, letters and reports
- apply strategies for dealing with unfamiliar vocabulary
- identify main ideas and supporting details of paragraphs, memos and reports
- research information
- use information to take appropriate action
- evaluate results

TOPICAL OUTLINE:

- developing a reading strategy
- using the strategy to read forms and memos at work
- how to deal with unfamiliar vocabulary
- identifying the subject, the main point and why the author wrote the article
- evaluating information and drawing conclusions
- reading for action
- case study

READING 1 ◆ GETTING THE POINT

OTHER:

- Hours: 16
- CEU: 1.6

SOURCES:

Echaore-Yoon, Susan. **Reading Skills that Work Book 2.** Chicago:Contemporary Books, 1991.

Park, Rosemarie J., Olson, Rebecca L., Oldham Neild. **Reading for Workplace Success.** Eden Prairie, MN: Paradigm Publishing International, 1991.

Joffe, Irwin L. **Opportunity for Skillful Reading.** Belmont, California: Wadsworth Publishing Company, 1991.

SESSION 1 ◆ GETTING THE POINT

OBJECTIVES:

In order to read and follow instructions at work, at the end of this session students will be able to:

- define purpose
- skim for general information
- read relevant sections carefully
- summarize the information
- evaluate their interpretation

TOPICS:

- what are you reading for?
- looking for clues before you start
- careful reading for information
- summarizing information
- making sure you have achieved your purpose

METHOD:

- group work
- guided discussion on principles
- reading and writing

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SESSION 1 ◆ GETTING THE POINT

EVALUATION:

- Self evaluation based on correct completion of worksheets

Students will apply the reading strategy to materials in the workplace. They will be able to give summaries of written materials and instructions so that the information may be passed along to colleagues

MATERIALS:

- USA Today
- handouts:
  - Count the "F's"
  - Developing a Reading Strategy
  - Previewing and Skimming
  - Pick List
  - Bill of Lading
  - Job Posting
- Pre-class exercise

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TEACHER TIPS ◆ SESSION 1

Before this course begins, the teacher must spend time collecting an assortment of company materials to be used in class, and particularly for the case studies in the last few sessions. The materials used here are just examples. Obviously exercises and worksheets will have to be adapted.

Introductions

Course overview and what we hope to achieve in the 3 weeks.

Ice Breaker - "Count the F's"

Pre-class exercise

Hand out USA Today. Ask for:

e.g. the weather report for the weekend
the score of last night's game
some topical financial or political news

Discuss how they went about finding the information and write on board. Then make comparisons with pre-written chart: Developing a Reading Strategy.

Using Reading Strategy, read and discuss Pick Lists and Bill of Lading.
Handout : Previewing and Skimming
Handout: Job Posting.

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"COUNT THE F'S"

FEATURE FILMS ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS

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"COUNT THE F'S"

Objective:

To show that we don't pay attention to detail. We see what we want to see and often miss less important details.

Method:

Hand out copies of "Count the F's", face downwards. When the group is ready, ask them to turn the page over and count how many times the letter "F" appears on their page. After 1 minute, ask how many have 3 F's, how many have 4, 5 and eventually 6. (About 50% will see only 3, and only 10% will see all 6 F's)

Discussion:

Why did most of us not see all 6 at first? (F on "of" sounds like "V".)
Why is it important to read what we see and not what we think we see?
Is it important to pay more attention to detail and why?

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PRE-COURSE EXERCISE

Read the following memo and answer the questions below it.

TO: All Hourly Employees
FROM: Human Resources
DATE: January 4, 1993

SUBJECT: Special Tax Notice Regarding Plan Payments

The "Unemployment Compensation Amendments Act of 1992" was signed into law on July 3, 1992. The main purpose of this law is to extend Unemployment benefits. However, the new law also affects how you choose to receive your benefits from the Company's Savings and Stock Ownership Plan (the "Plan").

A "rollover" is a payment of your plan benefits to your Individual Retirement Account (IRA). In the past, the amount that you could roll over to an IRA was limited by complex rules. Under the new law, it is now much easier to put money into an IRA. Payment that is eligible for "Rollover" can be taken in two ways. You can have all or any portion of your payment either paid in a direct rollover, or paid in cash to you. However, your choice will affect the amount of tax you owe.

Please advise Payroll of what you intend to do by March 5, 1992. For further information, please see our Benefits' Specialist in Human Resources.

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PRE-COURSE EXERCISE

Now answer these questions in your own words.

1. What is the main idea of this memo?

2. What is its purpose?

3. What are the choices open to people under the new law?

4. How would your choice affect you?

5. Once an employee had read this memo, what action would he/she take?

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DEVELOPING A READING STRATEGY

1. Define your **purpose** for reading.

   (This is often stated in the title)

2. **Skim** the text quickly for general **information** and the **main ideas.**

   (Look for clues - look at **headings**, anything **underlined**, anything in **italics.**)

3. **Read carefully** the parts that relate to your purpose.

4. **Summarize** the information.

5. **Evaluate** your interpretation.

   * Have you understood what you read?
   * Can you achieve your purpose?
   * If not, have you misinterpreted the information?

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USING THE READING STRATEGY

Think about some of the things you have to read at the company. Most of you have to read quite complicated forms in order to do your jobs. Using the 5 point Reading Strategy, look at both the **Pick List** and the **Bill Of Lading** and then answer the following questions.

1. What is the purpose of the information?

2. Skim the text to find the information you need. Which sections do NOT provide information that is important to you?

3. How did you determine what was important for you to read in more detail, and what you could pass over?

4. What are the steps that you would follow to pick the order/fill out the Bill of Lading?

5. Summarize the procedure to show a new employee how to pick/fill out the order.

6. How would you evaluate what your interpretation?

Note to Instructor:
Use company specific pick list and bill of lading

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USING THE READING STRATEGY

Pick List

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USING THE READING STRATEGY

Bill of Lading

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PREVIEWING AND SKIMMING

Before we read anything in detail, particularly longer articles, reports and letters, we ought to **preview** what we are about to read.

Previewing

- **gives us an idea of what to expect.** (Is it long, difficult, on a familiar topic?)
- **allows us to organize our thinking around the topic.**

Skimming

- **gives us clues about key points and main ideas**

Look for **headings, sub-headings**, anything in **bold, italics** or **underlined.**

Read the **first** and the **last paragraphs.** (The introduction and the conclusion should state the writer's **main ideas**.)

Read the **first sentence** of each of the **other** paragraphs. (Should state the **main idea** of each paragraph.)

Ask yourself, and write down **questions** about what you would want to know about these **key points** and **main ideas.**)

Then, **once you have read the article in detail,** refer to and see if you can **answer** your questions.

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JOB POSTING

Now try the same thing with another different type of reading material.

1. What is the purpose of this information?

2. Skim the text to find the information you need. Determine what is important for you to read in more detail.

3. What are the steps you would follow in applying for a different position at the company?

4. Summarize the procedure that an employee would follow.

5. Evaluate your interpretation to see if it matches the guidelines for the Job Posting System.

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SESSION 2 ◆ GETTING THE POINT

OBJECTIVES:

In order to deal with unfamiliar words in forms, memos and articles, at the end of this session students will be able to:

- use context clues
- give meaning by recognizing examples
- give meaning by recognizing synonyms
- give meaning by recognizing antonyms

TOPICS:

- how to work out words' meanings
- examples
- synonyms
- antonyms

METHOD:

- guided discussion
- vocabulary exercises
- reading

EVALUATION:

- correct completion of worksheets
- self evaluation

Students will have acquired skills that will enable them to interpret unfamiliar vocabulary. Therefore, they will be able to understand a wider range of reading material in the workplace.

MATERIALS:

- Strategies for Dealing with Unfamiliar Vocabulary
- Building Vocabulary
- Vocabulary exercises

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STRATEGIES FOR DEALING WITH UNFAMILIAR VOCABULARY

Words have no meaning by themselves. You, the reader, provide the meaning.

1. **Use context clues:**

   Can you guess the meaning by the way the word is used, looking at the other words around it?

   - Sometimes the **unfamiliar word** is **described** within the sentence.
   - An **example** of the term or how it is used, may be given.
   - The word and a familiar **synonym** (a word of similar meaning) are given together.
   - The word and a familiar **antonym** (a word of opposite meaning) are given together.
   - Looking at accompanying **illustrations** can help you to figure out the meaning.

2. **Words are learned by studying their structure:**

   - **Roots**
   - **Prefixes**
   - **Suffixes**

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BUILDING VOCABULARY

If you know one word, you can think of others that relate to it in some way.

Think of the word ***clean*** -- then think of words that have these relationships to that word.

OPPOSITE: The opposite of a word is the ***antonym***.
If something is NOT clean, then it is

_____.

SIMILAR WORD: A word with a similar meaning is a ***synonym***.
If something is clean, then we also say it is

_____.

EXAMPLE: An example of a clean something is

_____.

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BUILDING VOCABULARY

Write opposites (*antonyms*), similar words (*synonyms*) , and examples for the words below.

1. **cold**
   - opposite _____
   - same meaning _____
   - example _____

2. **dangerous**
   - opposite _____
   - same meaning _____
   - example _____

3. **work**
   - opposite _____
   - same meaning _____
   - example _____

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BUILDING VOCABULARY

4. **to organize** opposite _____

same meaning _____

example _____

5. **to complete** opposite _____

same meaning _____

example _____

Think of *three words* on your own: come up with the opposite, a synonym, and example for each.

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MEANING FROM EXAMPLES

Find the examples that help define the underlined word. Then circle the letter that gives the meaning of the word.

1. The adverse effects of sitting at a P.C. all day, including backache, headaches, and dizziness, have made me stop enjoying my job.

   Adverse means

   a) deadly b) harmful c) strange

2. Since my mother retired, she has developed such avocations as gardening and knitting.

   Avocations mean

   a) jobs b) vacations c) hobbies

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MEANING FROM EXAMPLES

3. There have been some bizarre occurrences at work recently. For instance, lights have turned themselves back on and machines have stopped functioning for no apparent reason.

Bizarre means

a) very strange b) creative c) realistic

4. The supervisor tried to ascertain why the mistakes were made. She established who was there and verified what the schedule was for that day.

Ascertain means

a) create b) avoid c) find out

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SYNONYMS

Find the word that means **the same as** (the ***synonym***) for the underlined word.

1. Joe is a great procrastinator. He is a person who always postpones doing things, from getting his work orders out on time to filling out his paperwork.

2. Please scrutinize the document and carefully examine the fine print.

3. The C.E.O. encouraged people to give pragmatic solutions to the company's problems. He wanted practical answers from those who dealt with the problems firsthand.

4. When the supervisor berated the new employee for making mistakes, she replied that it was unfair of him to criticize her, when she hadn't been given proper training.

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ANTONYMS

Find the word that means **the opposite** of (***the antonym***) of the underlined word.

1. The profit margins of our company are not static, but change with the ups and downs of the U.S. Economy.

   Static means

   a) unchanging b) unknown c) shifting

2. Many people do not give succinct answers to questions, but ramble on with long vague ones.

   Succinct means

   a) accurate b) brief and to the point c) complete

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ANTONYMS

3. People often point out the harmful effects that a working mother may have on a family, yet there are many salutary effects as well.

Salutary means

a) well-known b) beneficial c) hurtful

4. Before quality assurance, the company policy on inspection was very loose, but now there is a stringent procedure to follow.

Stringent means

a) informal b) not effective c) firm

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VOCABULARY IN CONTEXT

Work out the meanings of the words in bold. Then match each word with its definition.

1. Fred's jokes are in such bad taste that they **elicit** looks of disgust instead of laughter.

2. Even though the papers keep talking about economic recovery, I am very **skeptical** that things are getting better, when I see how many small businesses around me are closing.

3. State Government hopes to **revitalize** the currently lifeless shopping malls by offering tax breaks to small businesses.

4. I am a very **persistent** person. I work with a problem for as long as it takes to figure out the solution.

5. The chatty, slow-moving sales attendant seemed **oblivious** to the long line of impatient customers at her checkout.

---

elicit	*to restore to a vigorous, active condition*
oblivious	*refusing to quit, stubbornly continuing*
revitalize	*to draw forth*
persistent	*doubting, questioning*
skeptical	*unaware of, failing to notice*

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CONTEXT CLUES

Work out what the underlined word means by the other words around it.

1. A former employee, irate over having been fired, broke into the plant and deliberately destroyed several machines.

   Irate means

   a) relieved b) very angry c) undecided

2. The company picnic was a fiasco, as it rained all day.

   Fiasco means

   a) similarity b) disaster c) surprise

3. Mary found she was always talking to everyone because of the proximity of her work-station to the cafeteria.

   Proximity means

   a) similarity b) nearness c) size

4. The director didn't have time to read Jim's entire report before the meeting, so he asked him to give him the gist of what it was about.

   Gist means

   a) main idea b) title c) ending

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SESSION 3 ◆ GETTING THE POINT

In order to deal with unfamiliar words in forms, memos and articles, at the end of this session students will be able to:

- give meaning by recognizing common roots, prefixes and suffixes

TOPICS:

- how to work out words' meanings
- roots, prefixes and suffixes

METHOD:

- guided discussion
- dictionary work
- vocabulary exercises
- reading

EVALUATION:

- correct completion of worksheets
- self evaluation based on correct use of dictionary

Students will be more competent in reading workplace material and in dealing with unfamiliar vocabulary. They will make fewer mistakes following instructions and deciphering unfamiliar terms.

MATERIALS:

- dictionaries
- Roots, prefixes and suffixes
- crossword
- vocabulary exercise
- "Production Creativity: A Contradiction in Terms"
- Well Known Sayings

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DICTIONARY WORK

Working in two groups, look up the following words:

group 1	**group 2**
octopus	octogenarian
inspector	spectator
polygamy	bigamy
synchronize	chronological
retribution	distribution

Go over meanings.
Is there anything that strikes you about the 2 lists?

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PREFIXES & ROOTS

Root or Prefix	Meaning	Example
ab	away (from)	absent
acer/acr	bitter, sour	acrid, acerbity
ad	to, toward	adhere
ambi	both	ambivalent
ante	before	anteroom
anthropo	man, mankind	anthropoid
anti	against, opposed	antipathy
aqua	water	aquatic
aud	hear	auditory
auto	self	automatic
bene	well, good	beneficial
cede, ceed	go, move	proceed, recede
chron	time	chronological
circum	around	circumference
co, con, com	together, with	cooperate, conspiracy
cogni	know	recognize
counter, contra	against, opposite	counteract, contrary
cred	believe	credential
de	from, away	depart
dent	tooth	dentist
derm	skin	dermatitis
dic, dict	say	dictate
dis	apart, from, away from	distract
duc, duct	lead	aqueduct
ex, exo	out (of)	excise, exodus

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PREFIXES & ROOTS

Root or Prefix	Meaning	Example
fid	faith, faithful	fidelity, confident
gamy	marriage	monogamy
graph	write	graphology
gress	go, move	progress
inter	between	interrupt
intra	within	intrastate
man	hand	manicure
mega	big	megaphone
mis	wrong, wrongly	mistake
miso, misa	hatred	misanthrope
morph	form, shape	amorphous
mort	death	mortality
multi	many	multitude
neb	hazy, cloudy	nebulous
non	not	nonadjustable
path	feeling, suffering	apathy
ped, pod	foot	pedal, peddle
pel	push	repel
poly	many	polygamy
port	carry	porter
post	after	postpone
pre	before	pramble
pro	forward	propel
re	back, again	return, redo
retro	backward	retrospect
rupt	break	rupture
scrib	write	transcribe
sect	cut	dissect
spect	see, look	spectator, inspect
sub	below, under	submarine

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PREFIXES & ROOTS

Root or Prefix	Meaning	Example
super	over, above	superior, supersonic
syn, sym	with, together	synchronize, symmetry
tend	stretch	extend
viv	life	convivial

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PREFIXES OF NUMBER

Prefix	Meaning	Example
uni	one	uniform
mono	one	monologue
du, duo	two	duet
bi	two	biped
tri	three	triangle
tetra	four	tetrameter
quad	four	quadruplets
penta	five	pentagon
quint	five	quintets
sex	six	sexagenarian
hex	six	hexagon
sept	seven	septet
oct	eight	octopus
nov	nine	novena
dec	ten	decade
cent	hundred	percent
hect	hundred	hectogram
mil	thousand	millimeter
kil	thousand	kilometer
semi	half	semicircle
hemi	half	hemisphere
demi	half	demitasse

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SUFFIXES

Suffix	Meaning	Example
able, ible	able to	readable
al	relating to	musical
ar, er, or	one who	teacher, doctor
ful	full of	hopeful
ic	relating to	allergic
ish	like, close to	foolish, twentyish
ist	one who	psychologist
less	without	hatless
logy	study of	cosmetology, theology
ous	full of	cancerous

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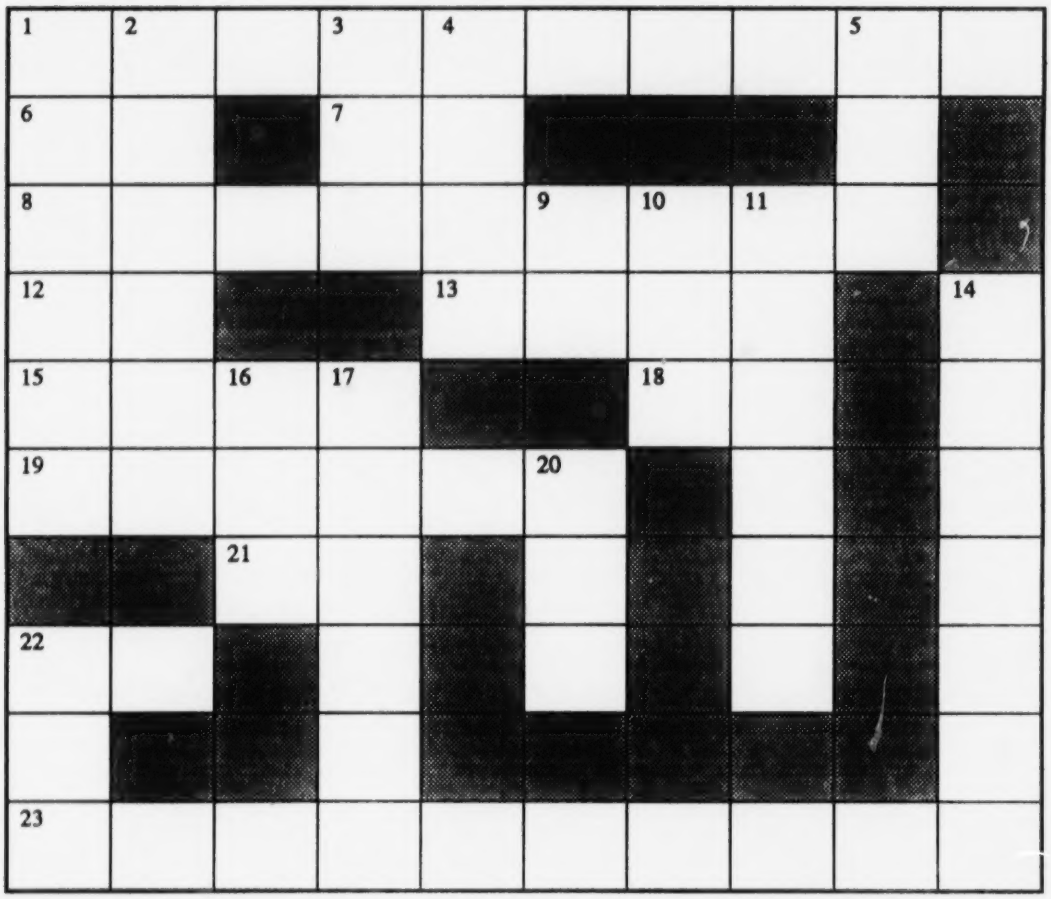

CLUES

Across

1. skin disease
6. prefix for out of
7. short for air conditioning
8. to work together with others
12. prefix for towards
13. the back of something
15. song for 2 people
18. the name of a famous steak sauce
19. If you look up to someone, you hold him in high _____
21. suffix for pertaining to
22. prefix for from or away
23. meter with four beats

Down

1. period of ten years
2. going out of or leaving a place
3. diagram of a country/city
4. prefix for bitter
5 frozen water
9. prefix for back or again
10. Automobile Association of America
11. 3 legged stand
14. person who teaches
16. expected time of arrival
17. person who works in a bank
20. root for hand
22. another word for spot

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VOCABULARY EXERCISE

Read the following sentences. Using information from your lists on Prefixes, Roots and Suffixes, discuss what the words in **bold** mean.

1. We **concentrate** on companies in the New Jersey area as the best market for our product.

2. If you receive any complaints, please **refer** them to our customer service department.

3. My **initial** thought is that is a good idea. I may change my mind later.

4. Let's hope they **procure** several of the items we are selling.

5. The situation has been **exacerbated** by some mechanical problems we have been having.

6. I need a line graph that shows **bimonthly** sales.

7. The **interdepartmental** meetings will be held on the 2nd. Tuesday of the month.

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VOCABULARY EXERCISE

8. Before you send the parcel, you must **predetermine** the cost to the customer and to us.

9. Being careless with scrap is **counterproductive** to the company.

10. We must **synchronize** our plans for expansion with our other plant.

11. The new machine has **adjustable** parts and is therefore far more **versatile** than the one it is replacing.

12. **In retrospect, I concede** that the need for new products is vital for our economic growth.

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PRODUCTION CREATIVITY: A CONTRADICTION IN TERMS?

Read the article **"Production Creativity: A Contradiction in Terms?"** from The company's Communiqué. Then, using all the strategies for dealing with unfamiliar vocabulary, work out the meanings of the words below:

1. **impulse**
2. **contradiction**
3. **concepts**
4. **interrelated**
5. **expertise**
6. **continuum**
7. **fait accompli**
8. **limitations**
9. **interaction**
10. **pro-active**

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VOCABULARY IN CONTEXT

Read the following paragraphs and figure out the meanings of the words that are in **bold.** Then rewrite the paragraphs in your own words to express the information more clearly.

1. The problem of **insufficient** items in stock is creating a **substantial** decrease in production since without the proper materials we cannot complete the orders on time. Our **prognosis** is gloomy unless we can **replenish** the stock with additional inventory from our other warehouses. Only then can we look ahead to a successful year.

2. To establish a healthy **rapport** among employees, it is important not to **segregate** different departments. Let us **reiterate** that **polarization** of **substantially** different groups leads to **obstructions.** Hence, it is important that we use each other as **sounding boards** so that we continue to be successful at this difficult time.

3. When the machine stopped working, the supervisor **insinuated** that Joe had used **minimal** caution. The **sequence** of events that followed led to Joe being **obstinate** and **insubordinate**. He said the **spurious** accusations were mere **hearsay** and that he would not be made a **scapegoat** for the **inexplicable** occurrence.

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Production Creativity: A Contradiction in Terms?

Your first impulse may be to agree that production creativity is indeed a contradiction. But one need look no further than the dictionary to learn the two concepts are interrelated.

Production: The art or process of producing; the creation of value or wealth by producing goods or services.

Create: To produce through artistic or imaginative effort: *creative*; having the ability or power to create; *productive*.

Maybe Webster was way ahead of us when he used each word to define the other. It would seem they naturally or logically belong together, and I believe, not just in the dictionary.

Begin thinking of your production house as a creative resource.

With companies downsizing, and in an effort to transfer fixed costs to variable costs, in-house fulfillment and letter-shop operations are increasingly being out sourced. Buyers are depending on vendors for more than basic execution, they are demanding operational expertise.

Operational expertise is no longer limited to a single discipline — printing, lettershop, fulfillment, database, mailing lists, etc., but rather to the entire direct marketing process. It's more of a continuum rather than individual production areas with defined starts and stops.

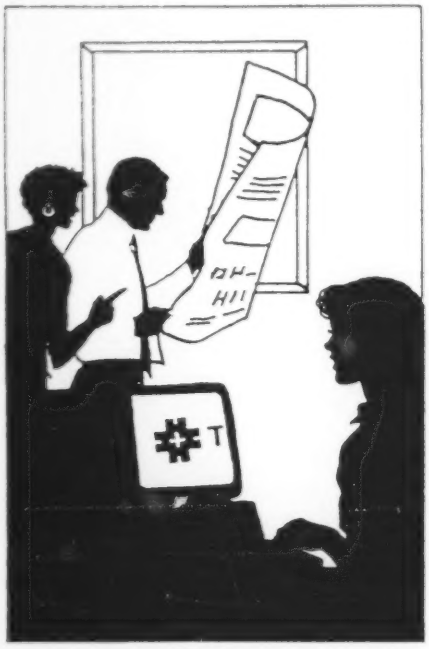
"Production is the last stop prior to a package entering the mail stream. By the time the material is received and instructions are finalized, it's too late:

- to downsize ¼" to avoid a costly postal surcharge,
- to change stock to allow for ink jet addressing,
- to specify 'flaps up' on your envelopes for efficient laser operations."

Why wait until your mailing is a *fait accompli* to learn that additional postal and production dollars will have to be needlessly spent and could have been saved by holding a couple of brief, joint pre-production meetings with your creative and production partners.

Your Agency

Your agency is best positioned to help you communicate your company's benefits to the marketplace, using a combination of words and graphics to set your message apart from that of your competitors. Your lettershop is best positioned to understand the capabilities of inserters, folders, etc., and view them not as limitations, but as opportunities and to help you take full advantage of what this equipment has to offer.



You're the Winner

You are the biggest winner in a win-win situation when your entire project is run with a top down, as well as a bottom up approach.

The results of this interaction are that you get maximum value-add from your creative and production partners and a more effective and cost-efficient message is delivered to your client.

And isn't that what direct marketing is all about?

Vendors: Be more proactive, get aggressive. Make recommendations that will help your customers be more successful in future mailings.

Buyers/Clients: Begin thinking of your production house as a creative resource. Demand the value-add you deserve.

Production creativity: Not at all a contradiction in terms, but rather a team concept that results in success for everyone.

Buyers are depending on vendors for more than basic execution, they are demanding operational expertise.

Operational expertise is no longer limited to a single discipline — printing, lettershop, fulfillment, database, mailing lists, etc., but rather to the entire direct marketing process.

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VOCABULARY IN CONTEXT

For fun, have a go at **"Well Known Sayings"**

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WELL KNOWN SAYINGS

The following are well known sayings. See if you can "translate" them.

1. Scintillate, scintillate, minuscule asteroid.
2. Members of an avian species of identical plumage congregate.
2. Surveillance should precede plummet.
4. Pulchritude possesses solely cutaneous profundity.
5. It is fruitless to become lachrymose over precipitately departed lacteal fluid.
6. Freedom from incrustations of grime is contiguous to rectitude.
7. The stylus is more leviathan than the claymore.
8. It is fruitless to attempt to indoctrinate a superannuated canine with innovative maneuvers.
9. Eschew the implement of correction and misraud the scion.
10. The temperature of the aqueous content of an unremittingly ogled saucepan does not reach 212° F.
11. All articles that coruscate with brilliance are not unequivocally auriferous.
12. Where there is visible exhaust prevalent in enkindled carbonaceous materials there is conflagration..
13. Sorting on the part of mendicants must be interdicted.
14. A plethora of individuals with expertise in culinary techniques vitiate the potable concoction produced by steeping certain properties.
15. Eleemosynary deeds have their initiation intramurally.
16. Defunct virile homo sapiens are incapable of divulging narrative.
17. Individuals who persevere in vitreous edifices would be advised to refrain from catapulting detritus projectiles.
18. Neophyte's serendipity.
19. Exclusive dedication to necessitous chores without interlude of hedonistic diversion renders John a prosaic masculine adolescent.
20. A revolving detritus garners no congeries of bryophytic plants.
21. The person presenting the ultimate cachinnation possesses thereby the optimum cachinnation.
22. Abstention from any perilous undertaking precludes a potential escalation of a lucrative nature.
23. Missiles of ligneous or pterous consistency have the potential of fracturing my osseous structures, but appellations will eternally remain innocuous.
24. Persons of imbecilic mentality expeditiously divagate into parameters that cherubic entities approach with trepidation.
25. Elementary sartorial techniques initially applied preclude repetitive similar actions to the square of three.

SESSION 4 ◆ GETTING THE POINT

OBJECTIVES:

In order to read and respond to company memos, articles and reports, at the end of this session the students will be able to:

- identify subjects
- identify main ideas and supporting details
- identify what action the author wants taken

TOPICS:

- identifying subjects
- main ideas
- supporting details
- identifying what action needs to be taken

METHODS:

- guided discussion
- reinforcement exercises
- application to company material

EVALUATION:

- self assessment
- correct identification of main ideas and supporting details
- Assessment of written tasks

Students will apply the reading strategy to materials in the workplace. They will be able to identify purpose and subject and will be able to make decisions for themselves as to the best course of action.

MATERIALS:

- The Basic Reading Formula
- Exercises
- NFL Monday Night Viewer's Guide
- USA Today

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TEACHER TIPS ◆ SESSION 4

Read "NFL Monday Night Viewer's Guide" from The company's Communiqué
What **skimming** would you do here?

Reading more carefully : **Vocabulary**
Make a list and try to work out the meanings of any words that are not familiar to you.

Handout - **The Basic Reading Formula Study Sheet**
Main Ideas - ask:

a) Who or What is the article about?

b) What point is the author making about the subject?

c) What does the author really want you to understand and remember?

Supporting Details

Relate Main Ideas and Supporting details of whole articles to main ideas of paragraphs

Main Ideas are often contained in the first or last sentence of the paragraph.

Supporting Details help you to understand the main idea.

Using **USA Today,** find examples.

Exercises on finding the main ideas.
Discuss and apply to articles found in the workplace.

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MORE PRACTICE DEVELOPING YOUR READING STRATEGY

Read **"NFL Monday Night Viewer's Guide"** from The company's Communiqué.

What skimming would you do here?

Make a list of all the words that you do not know, and, applying the strategies for dealing with unfamiliar vocabulary, try to work out their meanings.

Look at **The Basic Reading Formula Study Sheet.**

Main Ideas:

Who or what is the article about?
What point is the author making about the subject?
What does the author really want you to understand and remember?

Supporting Details:

Identify some of the supporting details
How do they help you understand the main idea?

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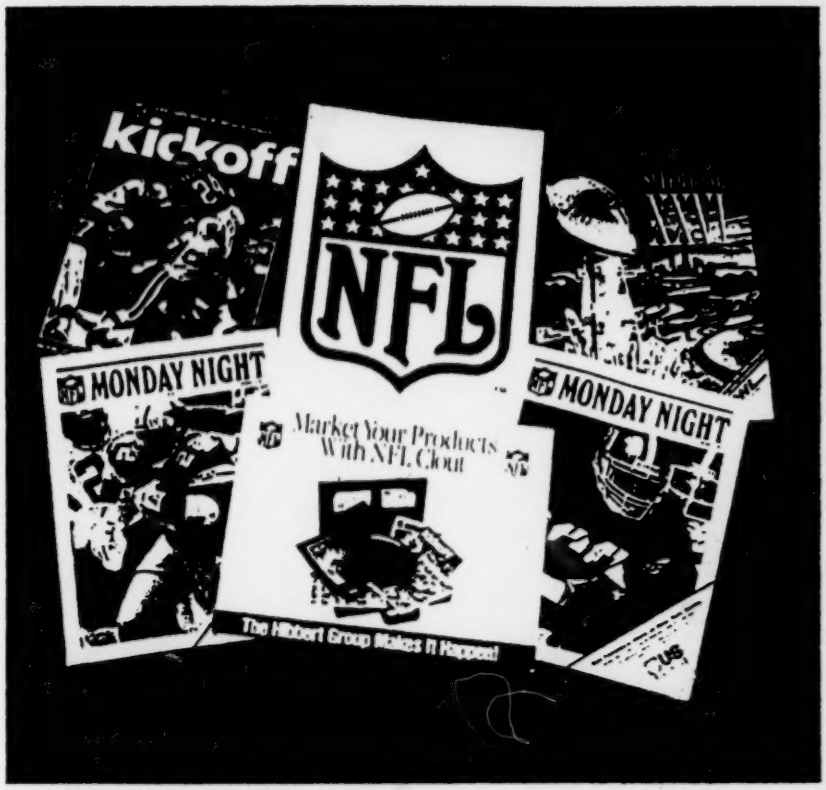
NFL Monday Night Viewer's Guide

"It's the one piece of direct mail I look forward to receiving..." a powerful testament, especially considering its source — a corporate Vice-President of Marketing.

Imagine communicating your corporate message...in an exclusive association with the National Football League...in a fun and exciting non-business medium that *actually gets read*. Do so and you have the NFL *Monday Night* Viewer's Guide. It's unique. Readers literally look forward to receiving their weekly issues, much as they might *Sports Illustrated*, for example. A little different than your average trade ad?

The *Monday Night* Viewer's Guide was established some 15 years ago with two simple goals: Utilize the appeal of America's longest running prime-time sports telecast to promote and enhance the game of football, and to afford corporate sponsors a cost-effective, exciting media through which to impart a corporate message.

For instance, think about the Super Bowl. 700 million people worldwide — all tuned to the same event, sharing the same interest, unified by a common denominator, feeling the same excitement. How many other singular events can touch the range of people from Cabinet Members and CEOs to entertainers and athletes...and fans?



From left to right: The Kickoff issue is the week-by-week schedule of NFL's football games for the coming season; the NFL shield; the Super Bowl Viewer's Guide, which highlights the AFC and NFC champion teams; issues of Monday Night, giving statistical records of opposing teams for upcoming Monday night games and "Marketing Your Products With NFL Clout — The [redacted] Group Makes It Happen!" a direct mail piece covering the NFL Monday Night concept.

700 million people worldwide — all tuned to the same event.... feeling the same excitement.

In a nutshell, it's this common emotional bond that's the key to sports marketing. Shrewd marketers have learned that professional sports affiliations enable them to build cost-effectively a common bridge between buyer and seller. You might call it relationship-building on a mass scale.

A qualitative look at the Viewer's Guide proves its uniqueness. The glossy, high impact four-color format offers the readability of a sports magazine. It's design as a single sponsor vehicle (with cover snipe and full-page four-color ad on Cover IV) distributed to whatever database you direct, provides the exclusivity of message and cost-effect in dollars of direct mail. And it does so in an interesting format, allowing 17 consecutive weeks of message reinforcement. You might call it the "sizzle" of a marketing program.

But, like anything else, the proof is in the quantitative numbers. In a recent survey on the impact of the *Monday Night* Viewer's Guide, one corporate sponsor who distributed 50,000 weekly copies found:

- Most recipients recalled receiving the Guide.
- And most importantly, one-half recalled the name of the product advertised in the Guide...while more than two-thirds wished to receive the next year's program.

The results are clear.

The NFL *Monday Night* Viewer's Guide provides a powerful marketing partnership with the NFL...America's number one rated sport...and number one rated sports program.

For more information on this exciting and cost-effective NFL sponsorship opportunity, kindly call Lou Ferri at 1-800-545-4747 or return the enclosed card requesting an NFL *Monday Night* Viewer's Guide media kit.

THE H[redacted] COMMUNIQUÉ

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THE BASIC READING FORMULA STUDY SHEET

SUBJECT

Question: What is the article mostly about?
Explanation: The subject is what the article is mainly about. The author wrote the article to talk about the subject. It's the topic the author wants to make a point about.

MAIN IDEA

Question: What point does the author make about the subject?
Explanation: The main idea is the main point the author is trying to make about the subject. It's the thing he wants you to remember. The main idea is a statement made by the author that he goes on to prove.

SUPPORTING DETAILS

Question: What examples does the author give to prove the main idea?
Explanation: The supporting details are the examples and details the author uses to prove his main idea. They tell us why the author makes the main idea statement.

ACTION

Question: What action does the author want taken?
Explanation: This is the thing the author feels the reader or someone should do. It's the action he is trying to persuade people to take.

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MAIN IDEAS

Each of the following paragraphs is followed by four general statements. For each paragraph determine the statement that best expresses the main idea.

1. A computer may do many different kinds of work. An individual may use a computer to write letters on, store recipes or play computer games. An insurance salesman may use it to develop plans for his clients. A plant manager may use it to keep stock of all inventory in the plant.

   a. Computers are important to Insurance Companies.
   b. Computers have many uses.
   c. People who have computers at home use them for all different things.
   d. Life has changed for people with computers.

2. The company has a right and obligation to maintain a safe and productive working environment for all employees, while still respecting the rights of individuals. In order to achieve the goals of protecting employees and promoting productivity, we have developed a policy to keep drugs and alcohol out of the workplace, and to assist individuals with a dependency problem through our Employee Assistance Program.

   a. The company will not allow any employee to drink or use drugs on the job.
   b. The company must provide a safe working environment, as well as protecting the rights of individuals.
   c. The company has developed a Substance Abuse policy.
   d. Anyone can get help from the Employee Assistance Program.

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MAIN IDEAS

3. In the past there was no guarantee that workers would be told about the chemical hazards they might face on the job. Container labels and warning sheets, even when they were provided, didn't always give enough information on potential hazards, what to do in an emergency, or where to turn for help. That's why the federal government decided to set a uniform hazard communication standard. Now everyone knows what information has to be provided to keep you safe.

   a. Working in a factory is always potentially dangerous.
   b. In the past there wasn't enough information about chemical safety.
   c. In order to keep people safe at work, the government has legislated that all information on chemicals used is written in a standardized way.
   d. Containers of chemicals must have labels on them.

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MAIN IDEAS

In the space provided, write a sentence that expresses the **main idea** of each of the following paragraphs.

1. On the whole, I don't like the new manager. I find his attitude condescending and rude. He has made very little attempt to learn our names. He arrived for work very late yesterday and then got angry with us when we didn't know what we had to do and he was not very complimentary of he predecessor, who had been here for 10 years before him.

2. Since World War II the workplace has changed significantly both in job requirements and the labor force needed to perform this work. As the workforce becomes older and more diverse in national origins and in gender, many employees lack the basic educational skills needed to succeed in jobs that are constantly upgrading. Employers are beginning to realize that the strength of their organizations depends on investing now in training not only for middle management and above, but also for their hourly paid workers.

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SESSION 5 ◆ GETTING THE POINT

OBJECTIVES:

In order to make choices and decisions when given problems to solve, at the end of this session students will be able to

- identify the problem
- gather information
- sort out facts from opinions
- evaluate choices
- draw conclusions

TOPICS:

- evaluating information
- making choices
- drawing conclusions

METHOD:

- guided discussion
- group work
- task setting
- case study

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SESSION 5 ◆ GETTING THE POINT

EVALUATION:

- assessment of tasks
- results of case study

Students will be more competent tackling work problems without having to ask their supervisors. They will be able to seek out information, make choices and act on these choices. They will be more self-directed and need less supervision.

MATERIALS:

- handouts Fact, Opinion, Conclusion
  Evaluating Information and Drawing Conclusions
- Case Studies
- MSDS and other Safety Literature
- A guide to Portable Fire Extinguishers

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OPINIONS, FACTS AND CONCLUSIONS

OPINION
something that a person *believes* to be true

FACT
statement that can be *proved*

CONCLUSION
once you know the facts,
the *final step* you take when examining a problem or a situation

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EVALUATING INFORMATION AND DRAWING CONCLUSIONS

In order to solve problems both at work and in our daily lives, we need to look at the information around us, evaluate this information and make choices as to the best course of action. Discuss the strategies below and then apply them to the tasks set out on the next page.

Identify the problem

Gather information

Sort out facts from opinions

Examine the facts

Draw conclusions

Sometimes we have to make choices:

Identify purpose

List requirements

Evaluate each choice

Select the best one

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EVALUATING INFORMATION AND DRAWING CONCLUSIONS

Using the strategies laid out on the previous page, as well as the information provided, work together in groups to decide how you will respond to the following tasks.

TASK #1:

You are going to a new work area and are going to be working with vinyl ink.

TASK #2:

You are on a committee looking into buying new fire extinguishers for the area in which you work. Which would you buy and how many?

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SESSION 6 ◆ GETTING THE POINT

OBJECTIVES:

In order to take appropriate action after reading memos and reports, at the end of this session the students will be able to:

- define the task
- research the information
- using the information, decide on a course of action
- take action and evaluate results

TOPICS:

- how to read for action
- reading for information
- taking notes

METHODS:

- guided discussion
- task setting
- group work

EVALUATION:

- correct completion of tasks

Students will be able to research information in order to solve problems at work. This will enable them to deal with situations directly, rather than having to turn to a third party for help.

MATERIALS:

- Reading for Action
- Reading for Information
- Taking Notes
- Company Benefits & Policies Book
- "Conflict of Interest/Personal Responsibilities"

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READING FOR ACTION

What do you do if you can't come to work? It is easy to act when the situation is clear-cut, for example you have a dose of 'flu. However what do you do if you are injured at work, at home, have to have an operation? Use the strategy below, as well as any information you might find in the Employee Benefits and Policies Book.

Strategy:

Define the task

Review the procedure.

Examine the task.

Perform the task.

Evaluate the end result.

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READING FOR ACTION

What do you need to do if the task requires **research**? Examine the following situation:

> A friend of yours has just started his own trucking business. His prices are considerably cheaper than the larger haulers. He suggests that if you scratch his back, he will scratch yours.

Strategy:

Identify the problem

Find the appropriate written material

Scan for the facts related to your purpose

List facts

Examine facts

Draw conclusions

Decide on your course of action

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READING FOR INFORMATION

- Define your **purpose** for reading
- **Preview** passage to be read to organize your thinking around the topic
- **Skim** the text quickly for general information and main ideas.
- Look for **clues** - look at headings, sub-headings, anything bolded , in italics or underlined, pictures, charts, graphs
- Read first and last paragraphs and first sentences from other paragraphs
- Write **questions** from headings, sub-headings etc.
- Read the article carefully, underlining **key words and phrases**
- Answer your questions in your own words
- **Evaluate** your interpretation. Have you understood what you have read? Can you achieve your purpose? If not, have you misinterpreted the information?

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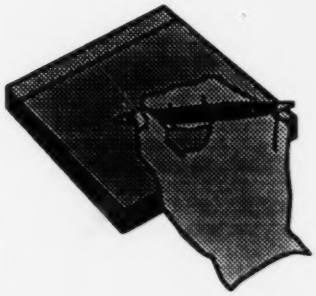
TAKING NOTES



When you take notes from reading materials, keep these tips in mind:

- **Do not** copy down whole paragraphs or pages!
- Focus on the main idea of the material
- Collect support for your main ideas
- Don't worry about writing complete sentences
- Focus on key words and phrases
- Keep in mind the purpose for taking that particular note -- if there is no purpose, then you will copy endlessly and end up with a wealth of information, none of which will be helpful to you in serving your purpose
- Keep track of where the information comes from
- If you use quotations, be sure to record the source

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SESSION 7 ◆ GETTING THE POINT

OBJECTIVES:

In order to respond to a problem at work, by the end of the next two sessions the students will be able to:

- identify the problem
- devise strategies for dealing with the problem
- take appropriate action

TOPICS:

- identifying the problem
- reading information to help formulate solutions
- taking appropriate action

METHOD:

- discussion
- reading
- writing

EVALUATION:

- Assessment of completed plans, looking for application of competencies covered during the course.

MATERIALS:

- handout of case study
- Information on Employee Mentoring

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CASE STUDY

Mike T. is a receiver at Corporate Center. He has been with the company for five years, during which time he has worked in several areas and has an extremely good working knowledge of the work involved in picking, packing, locating and assembling. He is clear thinking, able to express himself very well and finds it easy to take charge. Unfortunately, others around him can feel threatened by his abilities and so they tend to step back and clam up rather than learn from him.

Pat C. has also been at the company for five years. She is a picker and is very proud of the fact that she "makes no errors." She knows she is a superior worker and that her supervisor will always use her name when he criticizes others. She is aloof and has nothing to do with the others who work in her area.

Both these employees are an asset to the company, but both could put their talents to further use. As a group, discuss how this could be done. Find out about any programs that are currently being implemented at the company. Using the information you find, develop detailed plans for both Mike and Pat.

Note to Instructor:
Use company specific personnel policy

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SESSION 8 ◆ GETTING THE POINT

OBJECTIVES:

In order to respond to a problem at work, by the end of the next two sessions the students will be able to:

- identify the problem
- devise strategies for dealing with the problem
- take appropriate action

TOPICS:

- identifying the problem
- reading information to help formulate solutions
- taking appropriate action

METHOD:

- discussion
- reading
- writing

EVALUATION:

- Assessment of completed plans looking for application of competencies covered during the course.
- Post-Test.

MATERIALS:

- handout of case study
- Information on Sex Harassment, Company Policies, grievance, discipline etc.
- Post-Test (pre-test)

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CASE STUDY

Most people in Department A have been there for some time and know each other very well. Over the years, they have developed a form of sexual banter which all, including the supervisor, have participated in.

Jan J. is a new employee who comes into this department and, although she tries to hide it, she gets upset when things are directed at her. It has begun to affect her work and she has been coming in late or calling in sick to avoid coming in.

As a group, discuss whose problem this is and what can be done about it. Look at the situation from all sides and plan your courses of action.

Note to Instructor:
Use company specific policies

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PRE-COURSE ASSESSMENT - READING

Below are sections taken from the company's Employee Benefits and Policies book. Every 5th. word has been left out. When you come to a ( ) fill in a word of your choice, so that the paragraphs make sense. (You do not have to use the exact word that was used originally.)

1. Every employee in the ( ) completes a time card. ( ) charging time to jobs ( ) in cards daily. Other ( ) turn in cards weekly. ( ) employee must complete his ( ) card. Cards must be ( ) in for each day ( ) as well as for ( ).

2. The vacation year ( ) July 1 and extends through ( ) following June 30. The ( ) time you are accruing ( ) year should be used ( ) next July. Vacation ( ) cannot be used during ( ) probationary period. All vacation ( ) must be used during ( ) vacation year. It cannot ( ) paid instead of time ( ).

3. As a new full ( )employee, your first 90 ( ) of employment is considered ( ) probationary period. During this ( ) period, you will be ( ) based on job performance, ( ), and conformity with Company ( ). If you fail to ( ) the requirements in any ( ) these areas, you may ( ) terminated.

4. It is the policy ( ) the company to ( ) equal employment opportunities through ( ) positive continuing program of ( ) practices designed to ensure ( ) full realization of equal ( ) opportunity without regard to ( ), color, religion, sex, age, ( ) origin, handicap or Vietnam ( ) status.

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